

Table 1-14

Public school districts with students enrolled in distance education courses indicating how important various reasons were for having distance education courses in their district, by district characteristic: School year 2009–10

(Percent)

District characteristic	Provide courses not available at school	Provide opportunity for students to recover course credits from classes missed or failed	Offer Advanced Placement or college-level courses	Reduce student scheduling conflicts	Provide opportunities for students who are homebound or have special needs	Provide opportunity for students to accelerate credit accumulation for early graduation
All public school districts with students enrolled in distance education courses	64	57	41	30	25	15
District enrollment size						
< 2,500	69	49	45	28	22	12
2,500–9,999	53	72	33	31	30	20
≥ 10,000	47	81	29	47	41	25
Community type						
City	37	81	23	30	41	29
Suburban	52	66	30	36	35	19
Town	60	60	40	26	30	18
Rural	73	49	48	30	17	11
Region						
Northeast	75	46	39	36	24	11
Southeast	74	65	51	42	25	18
Central	61	59	38	27	26	11
West	56	56	42	26	25	22
Poverty concentration						
< 10%	64	60	36	31	24	15
10%–19%	62	55	43	29	26	14
≥ 20%	65	57	42	31	24	18

NOTES: Response options in the questionnaire were "not important," "somewhat important," "very important," and "don't know." Only the "very important" responses are shown in the table. Percentages are based on the 55% of public school districts with students enrolled in distance education courses in the 2009–10 school year. Poverty estimates for school districts were based on Title I data provided to the U.S. Department of Education by the U.S. Census Bureau.

SOURCE: Queen B, Lewis L, *Distance Education Courses for Public Elementary and Secondary School Students: 2009–10*, NCES 2012-008 (2011).